

- Shakespearean comedy (Much Ado)
- Poetry
- Context: attitudes to love
- Consolidation of KS2 spellings, with increasingly challenging examples, and tier 2 vocabulary

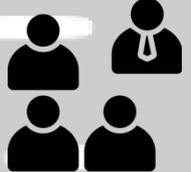
- Whole text study (Of Mice and Men)
- Context: Great Depression, inequality, biographical information (non-fiction)
- Poetry
- Key vocabulary
- Consolidation of KS2 spellings, with increasingly challenging examples, and tier 2 vocabulary

- Conventions of genre
- Variety of crime texts – short stories, poetry, non-fiction
- Contextual influences – Victorian - modern
- Creative writing
- Key vocabulary
- Consolidation of KS2 spellings, with increasingly challenging examples, and tier 2 vocabulary

Year 8



3. Dysfunctional Love



2. Discrimination and Diversity



Crime

Reading: Decoding older texts; dramatic techniques; writer's intentions; comparing texts (poetry); analysing writer's craft (language and structure); crafted analytical sentences (see grid); use PTEED structure.
Writing: apply taught vocabulary accurately; crafted creative / descriptive sentences (see grid).
SPaG: revision of year 7 content, then applied in the context of increasingly challenging texts:
Literary terminology: stage directions, pun, irony, allusion, figurative language, iambic pentameter, sonnet.
S&L: Act out a scene from Much Ado (linked to Write like a playwright project)

Reading: explore character development; explore setting; analyse writer's intentions; PTEED writing; language analysis; inferences; crafted analytical sentences (see grid).
Writing: apply taught vocabulary accurately; use dialogue to create characters; structuring a research paper; crafted non-fiction sentences (see grid).
SPaG: revision of year 7 content, then applied in the context of increasingly challenging texts:
Literary terminology: circular structure, allegory, foreshadowing, foreboding, anthropomorphism, figurative language, symbolism,
S&L: TV interview (linked to Write like a Journalist writing project)

Reading: explore how language creates tension; analyse structural features; crafted analytical sentences (see grid); use PTEED structure.
Writing: apply taught vocabulary accurately; use semantic fields / motifs; use language to create tension; crafted creative / descriptive sentences (see grid).
SPaG: revision of year 7 content, then applied in the context of increasingly challenging texts:
Literary terminology: hyperbole, the narrator, irony, symbolism, tone, register, structure, literary theory, figurative language.
S&L: Perform a 50 word short story (linked to Write like a Short Story Writer project)